

* Sight words are taught early in Area B, but in separate activities (**not** during pure decoding lessons).

Learning-to-Read

A. Foundations of Reading (Kindergarten)

- Concepts about Print and Phonemic Awareness are the foundations
- They are taught separately but concurrently

Concepts About Print

- (order) book, sentence, word, and letter concepts
- letter concepts are the highest
- p, b, d, q are typically learned last
- Big Book Readings and Morning Messages are common activities

Phonemic Awareness

- (order) identifying sounds, blending sounds, segmenting sounds

Identifying		Blending		Segmenting	
/kat/	/k/	/k/ /a/ /t/	/kat/	/kat/	/k/ /a/ /t/

- Elkonin Boxes and Multi-Sensory Techniques are common activities

Exiting Kindergarten

- Both Concepts about Print and Phonemic Awareness must be in place
- Letter-naming and segmenting are the exit criteria

B. Decoding and Fluency (First – Third Grade)

- Begins with letter-Sound correspondence (first grade)
- Ends with fluency (third grade)

Letter-Sound Correspondence (First Grade)

- Begins with the Alphabetic Principle

Aa	Bb	Cc
Ape	Bee	City

- Moves beyond the Alphabetic Principle

Aa	Bb	Cc
Apple	Bat	Cat

- Illustrates why the foundations are so critical to learning to read

Learning-to-Read

Onset-Rime Instruction (First Grade)

Word Families, Blends, and Digraphs

-AT	“BLENDS”	“DIGRAPHS”
CAT	BLOCK	SHOCK
MAT	TRUCK	PHAT
HAT	STOP	THAT
RAT	STREET	WHAT
SAT	DROP	

Phonics Generalizations (Second Grade)

Short Vowels		Long Vowels		Diphthongs
CVC		CVCe		Vowel Blends
MAT PET BIT NOT CUT		MATE PETE BITE NOTE CUTE		BOY TOIL COW
CCVC - CCVCC		VV – DIGRAPHS		R-CONTROL
DROP- BLOCK		EACH, PAINT *BREAD, HEAD		CAR, BIRD, FUR
HARD/SOFT C		HARD/SOFT G		SHORT VOWEL II
CAT COT	CITY CYCLE	GAME GOT	GYM RAGE	DROP - DROPPING

Simple Polysyllabic Words (Third Grade)

Open Syllables	Closed Syllables	Examples
mama	Batman	Repeat extreme
El e phant		

Fluency (Third Grade)

1. Speed: Child must decode quickly to have enough short term memory available to comprehend what he/she reads
2. Intonation: Child must read expressively (?,!) to comprehend text and dialogue in stories.

C. Vocabulary Instruction (First – Third Grade)

- Begins with Sight Words (First Grade) and ends with Context (Eighth Grade)

Regular and Irregular Sight Words (First – Third Grade)

Regular Sight Words	Irregular Sight Words
The, was, saw, there, some	Through, thorough, throughout

Decoding (9AM)	Sight Words (10 AM)	Fluency (11AM)
CAT MAT SAT RAT	THE ON BY NEAR	The cat sat on the mat. The cat sat near the mat.

Advanced Polysyllabic Words (Fourth Grade)

Inflectional Suffixes plurals, possessives comparatives, superlatives verb tenses			Derivational Affixes Prefixes and Suffixes “Structural Analysis”	Roots Free and Bound	
Cats Mike’s	Taller Tallest	Runs Walked Walking	Denationalization De nation al iz ation	Chris Wednesday	Aster Asteroid Asterisk

Contextual Analysis

Homophones	Homographs	Multiple Meaning Words
Cite, site, sight To, too, two Their, there, they're	Lead (v) Lead (n) Subject (v) Subject (n) Minute (adj.) Minute (n)	Cool Denotation – Dictionary <i>Below body temperature</i> Connotation – Slang <i>She's a cool teacher.</i>

Reading-to-Learn

D. Comprehension (Fourth through Eighth Grade)

Fluency (Third Grade)

- Remember: Fluency (speed and intonation) is the gateway to comprehension

Literal Comprehension (Fourth Grade)

- Factual Understanding
- Who, What, Where, and When
- Without literal comprehension, there can be no Inferential Comprehension

Inferential Comprehension (Fourth Grade)

- Contextual Understanding
- How and Why Questions
- Reading between the lines, using context, and making predictions

Narrative Text Schema (Fifth Grade)

- Narrative schema means organization of stories, novels, and poems
- Plot, Setting, Character (protagonist/antagonist), symbol, metaphor
- Story Maps are common instructional techniques

Expository Text Schema (Fifth Grade)

- Expository schema means organization of science, social studies, and math books
- Main idea/Supporting idea; compare/contrast; problem/solution structures
- Venn diagrams, outlines, and webs are common instructional techniques

Evaluative Comprehension (Eight Grade)

- This is the highest level in the model
- It means distinguishing fact from opinion and detecting propaganda

CHRIS CASE STUDY

This case study focuses on a student named Chris, who is six years old. His primary language is English. The documents on the following pages describe Chris's reading performance during the start of first grade. Using these materials, write a response in which you apply your knowledge of reading assessment and instruction to analyze this case study. Your response should include three parts:

1. identify three of Chris's important reading strengths and/or needs at this point in the school year, citing evidence from the documents to support your observations;
2. describe two specific instructional strategies and/or activities designed to foster Chris's literacy development for the remainder of the school year by addressing the needs and/or building on the strengths you identified; and
3. explain how each strategy/activity you describe would promote Chris's reading proficiency.

Concepts about Print

Book Concepts

Locates front of book.	<u>Yes</u>	No
Locates title of book.	<u>Yes</u>	No
Locates where to start reading text.	<u>Yes</u>	No

Sentence Concepts

Identifies a sentence.	<u>Yes</u>	No
Identifies directionality.	<u>Yes</u>	No
Tracks print when read aloud with finger.	<u>Yes</u>	No

Word Concepts

Finds the start of a word.	<u>Yes</u>	No
Finds the end of a word.	<u>Yes</u>	No
Identifies word boundaries.	<u>Yes</u>	No
Differentiates upper/lower case letters.	<u>Yes</u>	No

Upper Case Letter Identification

A	D	G	J	M	P	S	V	<u>Y</u>
B	E	H	K	N	Q	T	W	<u>Z</u>
C	F	I	L	O	R	U	<u>X</u>	

Lower Case Letter Identification

c	f	i	l	o	r	u	<u>x</u>	<u>z</u>
<u>d</u>					<u>p</u>			
b	e	h	k	n	q	t	w	y
a	<u>p</u>	g	j	m	<u>q</u>	s	v	
	d			d				

Phonemic Awareness Inventory

Initial, Final, and Medial Sounds

	Spoken Word	Student Response
Initial Sounds	pat	/p/
	bat	/b/
Final Sounds	take	/k/
	tug	/g/
Medial Sounds	car	/r/
	fir	/er/

Rhyming Words

Spoken Word	Student Response
tot	/dot/
cat	/hat/
ball	/tal/

Blending Sounds into Spoken Words

Spoken Sounds	Student Response
/k/ /a/ /n/	/kan/
/ch/ /a/ /p/	/chap/
/k/ /l/ /i/ /ng/	/kling/

Segmenting Spoken Words into Single Words

Spoken Sounds	Student Response
cat	/k /a/ /t/
mat	/m/ /a/ /t/
can	/k/ /a/ /n/
man	/m/ /a/ /n/
sit	/s/ /i/ /t/
bit	/b/ /i/ /t/

Sight Word Inventory

a ✓ and ✓ is ✓ to ✓ how ✓
an ✓ saw ✓ here ✓ by ✓ who ✓
the ✓ was ✓ on ✓ in ✓ what ✓

Language Experience Activities

I Play at my FRENDS

I play at my friend's house.

I ~~A~~ an App(Le) for LUN

I ate an apple for lunch.

I M IN 1st grade

I'm in first grade.

CHRIS CASE STUDY

Paragraph One *Strength + Evidence*

Chris has many strengths of an emergent reader. His concepts about print constitute one strength. As seen on his observation checklist, he understands all of the principle parts of a book, including how print carries meaning, where to start reading text, and which direction to read. He made only one minor mistake when he couldn't identify a mark of punctuation (a period).

Paragraph Two *Strength + Evidence*

Another strength is his phonemic awareness. Table 5.2 reflects Chris's ability to blend isolated sounds (e.g., /s/ /o/ /f/ /t/ as 'soft') and to segment spoken words into isolated sounds (e.g., 'tell' as /t/ /e/ /l/). This is important because the ability to blend and segment sounds is the foundation for learning to decode text and are the most advanced phonemic awareness activities.

Paragraph Three *Need + Evidence + Two Related Sub-needs*

Chris's strengths show that he is ready to move more fully into phonics instruction, since he can identify most letter by name and can segment well. Because his alphabet recognition text shows that he had difficulty visually discriminating b & d; i & j, and p & q (letters that are orthographically similar), this need would have to be addressed first. At the same time, he can then utilize his known rime, "at" (seen in his writing sample), to begin to learn to decode simple, cvc words using his secure consonants.

Paragraph Four *Strategy + Steps + Benefits*

To help Chris overcome his visual discrimination difficulties, I would use a multisensory technique. I would have Chris trace sandpaper letters (e.g., b & d), while thinking aloud. I would model how to say "down, up, and around" to form b and "around, up, and down" to form d, and then have him repeat it. Then, I would then have him identify these letters in a variety of texts to reinforce his learning in a new context. Finally, I would have him write each letter down each day until he can both read and write them fluently. Chris would benefit from these multisensory activities because he would learn to discriminate these problematic letters by using his sense of sight, touch, and hearing to learn to correctly identify them.

Paragraph Five *Strength + Steps + Benefits*

To help Chris learn to decode simple cvc words, I would focus on basic onset/rime instruction using his known consonants and known rime, -at. I use a pocket chart with the consonants on one line and his rime on the other. We would work together to create and read new words with each of the known consonants. Finally, I would add his known sight words to a decodable sentence, such as, The cat sat on the mat, and ask him to read it. By looking at the word, saying the initial known consonants, and then adding the known rime, Chris would learn to decode simple, short-vowel cvc words using basic onset/rime instruction. He would also learn to read a sentence with these decodable words and known sight words in a sentence.

DATA SET FOR DECODING QUESTION

A first-grade student reads aloud from a decodable text. His teacher takes note of each of his reading behaviors. She marks each time the student pauses before a word, substitutes one word or sound for another, inserts words, deletes words, self-corrects words, and/or repeats words or phrases. Printed below is an excerpt from the student's oral reading.

The ^{can} cat ^{saw} sat on a ^{man} mat.

By the ^{man} mat was a ^{hand} hat.

In the ^{hand} hat was a ^{ram} rat.

The ^{ram} rat saw the ^{can} cat.

The ^{can} cat saw the ^{ram} rat.

The ^{can} cat and the ^{ram} rat see ^{pam} Pat.

key:



deletion

| short pause

|| long pause



← repetition

DERRICK ESSAY

A reading specialist is assessing the reading performance of a first-grade student named Derrick. Printed below are the results from two different assessments: (1) a record of Derrick's performance reading aloud a passage from a grade-appropriate text; and (2) a record of his performance reading aloud from a word list.

My dog Champ is a ^{camp}good dog. He can sit, stay, and roll over. He barks if he hears a person at the door. He likes to play ball, and he likes to ^{case}chase other dogs. When he gets tired, he sleeps on the ^{park}porch. Today is Champ's ^{camp's}birthday. He is ten ^{year}years old. That's pretty old for a dog. He can't run as fast as he used to, but he still likes to go for ^{walks}walks in the park. In the summer, he swims in the pond when it gets very hot.

key:
 O deletion | short pause ← cat repetition ☺ self-correction
 ^ insertion || long pause cat cow substitution

Printed Word	Student's Oral Response
thank	tank
reach	wreck
brayer	✓

Domain II - Letter Combinations

A third-grade teacher wishes to assess a child's ability to decode specific letter combinations when reading aloud. She chooses a passages for the student and asks him to read aloud for her. As the child reads aloud, the teacher marks each of his reading behaviors on her copy of the text to be used as the basis for a lesson targeted at any needs seen in the data.

Printed below is an excerpt of her transcript of the student's oral reading.

etch talks tags wreking agriments
 Each person thinks about things in a different way. This fact can make reaching an agreement very hard
 leer tags causing
 sometimes. That's why people need to learn how to talk things out. Choosing to talk isn't always easy.
 wears valible back
 That is because some people swear that they are correct and that only their ideas are valuable. "Black
 talks brain blue bay Brain
 and white thinking ignores the gray," says Brian, "and that makes my blood boil." Brian just might be
 choose avid
 on to something, because choice really may be the key to avoiding conflict. And choosing to agree to
 tag
 disagree just might be the hardest thing for people to do, no matter what side of an issue the might find
 themselves on at a certain moment in time.

The teacher then asks the student to read aloud from a list of words noting his performance:

Printed Word	Student Response	Consonant Cluster	Vowel Cluster
shame	same	sh	
friar	far	fr	
paint	pant	—	ai
each	ick	ea	ch
blame	bane	bl	
royal	ryan	—	oy
cheese	keys	ch	ee
greet	getted	gr	ee
Boyce	bike	—	oy

Essay Question

- Identify two important reading limitations present in this child's oral reading inventory
- Describe an effective lesson plan to address one of the limitations
- Explain the benefit of the lesson plan for addressing this student's need.

Domain Two: Word Decoding

A first-grade teacher asks her student to read aloud from a grade-appropriate passage. As the student reads aloud, the teacher takes note of the student's reading behaviors, including words that he deletes, inserts, substitutes, repeats, and mis-pronounces. Printed below is a transcript of the oral recitation.

Blank is a tike Blank's
 Blake rides his trike to the zoo. The zoo is very near to his house. All of Blake's favorite animals
 are there. There is a chimp named Drew that shakes his cage when Blake makes his way to the
 cage. Drake almost says, "thanks," when Blake takes out his bag of shrimp to share with his old
 friend at the zoo.

Retelling:

Blank is a little kid who goes to the zoo. His friend Drew meets him there every and they play in the water fountain together.

JONATHON ESSAY

Jonathan, a third-grade student, reads aloud a passage from an unfamiliar story. As he reads, the teacher notes his performance on a separate copy of the story. Printed below is an excerpt from the teacher's record of Jonathan's oral reading performance.

All^{sum-mer} summer Karen had|wished for a new bike. She was|tired of|riding her older
 |sister's|worn-out bike^{went} What she really wanted was a|sleek, shiny^{moun-tain} mountain bike
 that would^{will} perform well on the dirt roads and|paths near her house. All^{though} through
 the school year she had done|chores for the|neighbors to earn some|extra money.
 In May, Karen looked in the^{shoe-box were} shoebox where she put|half of every^{ever} allowance and
 any|extra money she had^{nearly any} earned. It was not nearly enough to buy the bike.
 What^{can} could she do? Just then Rob|Jones rode by on his bike^{dealing} delivering the
^{news-paper} newspaper. An|idea popped into Karen's head. Maybe she^{can deal} could deliver
 newspapers herself and|earn the rest of the money. She would have to get up
 |early and work hard. It might take a long time, but^{some-day} someday Karen would have
 that shiny^{moun-tain} mountain bike!

coding

Key:

○ deletion | short pause ← repetition ⊕ self-correction
 ^ insertion || long pause ^{eat}_{Edw} substitution

Using your knowledge of word identification strategies (e.g., use of phonics, analysis of word structure, use of context clues, identification of sight words), write a response in which you:

- identify one of Jonathan's strengths in using word identification strategies; and
- identify one of Jonathan's weaknesses in using word identification strategies.
- describe an instructional strategy or activity to address the need you identified
- explain how the activity you described will enhance the student's reading development.

Be sure to cite specific evidence from the information shown to support your response.

JONATHON SIGHT WORD LESSON

Strength:

One word recognition strength is that Jon has some control of syllabication as a decoding strategy. He syllabicates summer into sum-mer, mountain into moun-tain, and allowance into all – ow – ance.

Need:

One area of need is with common sight words. Jon frequently substitutes visually similar sight words like went for what, though for through, and will for would. This is a very serious need and would have to be addressed immediately.

Strategy:

Begin by focusing on common sight words

Materials

Set One: Sight words with highlighted features (WHat, COUld, and THRough)

Set TWO: Sight words with no high lights (what, could, through).

Sight Word Text: What could go through there?

Steps:

1. Display Set One sight words for Jon: WHat, COUld, and THRough
2. Point out features of the words by reading the words to him and pointing out their memorable portions. For example, the WH in what and the COU in could.
3. Have Jon try to recognize each sight word from Set One by memory when he sees them, and reteach any words that he cannot remember.
4. Use Set Two words (words with no stimulus) and have Jon sort the words into known and unknown piles, and reteach any unknown words.
5. Ask Jon to read a line of sight word text independently: What went through there?

Benefit

This sight word activity will help Jon automatically recognize these types of words, because he has been taught to memorize them by focusing on distinguishing features of the word and to learn them through repetition and within the context of reading sight word text.

An elementary student attempts to spell a list of words that are read aloud. Shown below are the words and the student's spellings.

Target Word	Student's Spelling
snow	snoe
cake	caek
slow	sloe
kite	keit
blow	bloe
quick	kwk
some	sum

Write a response in which you describe the student's spelling development. Make sure to cite specific examples to support your conclusions. Describe one instructional activity to address one of the spelling needs and explain how the proposed lesson will benefit the child's spelling development.

SPELLING LESSON

The student's spelling assessment revealed that she is at the phonetic stage of spelling when she spells the words quick and some (e.g., kwk, and sum). The assessment also revealed that the student is at the transitional level when she spells "ow" and silent "e" words. For example, she spelled "bloe" for blow, "snoe" for snow, "caek" for cake and "keit" for kite.

Strategy: Begin by focusing on encoding silent "e" words (e.g., cake, kite, etc.)

Materials:

- Set of cards with words "mat, rat, and kit" written on them.
- Separate note card with the letter "e" written on it.
- White board and pen.
- Pocket chart.

Instruction:

1. Display the note card with the word "mat" to the student on the pocket chart.
2. Add the note card with the letter "e" in front of the word "mat" to make the word "mate"
3. Teach the rule that silent "e" makes the vowel say its name as in "mate"
4. Add the note card with letter "e" to the other words (rat, kit) and have the student read each new word aloud.
5. Have the student write the new words on the white board (mate, rate, kite) and have her read each word aloud.
6. To check for understanding say the word "cake" and have the student spell it and to write it down independently.



Benefit

This silent "e" word making activity will help the student make the transition from the transitional spelling stage to the conventional stage for silent "e" words, because he has been taught the rule and been asked to apply it by seeing, saying and writing silent "e" words.

TANYA ESSAY

Following is an excerpt from a passage indicating the mistakes made by Tanya, a second grader, as she read the passage orally to her teacher. The passage was taken from a second-grade level basal reader.

t h r e e c r a n e
A thirsty crow flew to a big tree. He was ^{some} looking for water ^{to drink}. There was a ^{pit} pitcher under the tree ^{pit}
so he flew down to the ^{pit} pitcher. He looked ^s into it. There was a ^{pit} little water in the pitcher.
The ^{c r a n e} crow said, "I am ^{t h r e e} thirsty. I will ^{d r y} drink the water in this pitcher." But the ^{c r a n e} crow ^{d r y} couldn't drink the water.
The top of the ^{pit} pitcher was too small. He couldn't get ^{d r y} down to the water, so he couldn't ^{d r y} have a drink.
"I am so thirsty," the ^{c r a n e} crow said. "I ^{d r e s s} must have a drink. I must get that water." The crow flew to a big rock
by the tree. He said, "I can't get down to the water because the top of the ^{pit} pitcher is too small. I have to get
the water ^{pit} up to the top of the pitcher. Then I can sit on the top of the ^{pit} pitcher ^{d r y} and drink."

Key:
 deletion || long pause
 insertion | short pause reading rate 51 words per minute

After the oral reading, the teacher asked Tanya about the passage. Following is an excerpt from their conversation.

Teacher: Tanya, can you tell me in your own words what happened in this story?

Tanya: There was a pit with water in it, and a crane wanted to get at the water. 'Cause he was dry.

Teacher: What do you think he wants to do with the water?

Tanya: Maybe swim or take a bath, or something. But the pit's too small. Cranes are really big birds. He should go find a pond or a lake.

Use your knowledge of reading to write an essay in which you assess Tanya's reading performance. In your essay:

- evaluate Tanya's reading performance, citing her strengths and needs as indicated by specific examples;
- select one area in which Tanya needs improvement and describe an explicit instructional strategy the teacher can use to address this need; and
- explain why the instructional strategy you identified is likely to be effective in improving Tanya's reading.

TANYA DECODING LESSON

STRENGTHS

Tanya recognizes irregular sight words like couldn't and because. She also uses an initial consonant strategy to decode words. For example, she says three for thirsty, crane for crow, and dry for drink, indicating that she attends to initial consonants like digraphs (th) and blends (cr and dr).

NEEDS

Tanya's greatest area of need is with rimes, because she substitutes words that are visually similar to what is in print. For example, she misses the "irsty" in thirsty, the "ow" in crow, and the "ink" in drink.

STRATEGY

I would focus on the rime -ow and teach her to decode words from this family.

MATERIALS:

INDEX CARD WITH THE RIME -OW WRITTEN ON IT

INDEX CARDS WITH THE ONSET BLENDS CR, BL, SN, FL AT WRITTEN ON THEM

DECODABLE -OW TEXT: THE CROW FLIES IN THE SNOW.

STEPS

1. DISPLAY -OW RIME CARD AND MODEL SAYING THE DIGRAPH FOR THE CHILD BY POINTING AT THE DIGRAPH AND SAYING /OW/
2. HELP THE CHILD TO ASSOCIATE THE PHONEME /OW/ TO THE DIGRAPH -OW BY ASKING HIM TO POINT TO CH- AND READ THE DIGRAPH WHILE SAYING THE PHONEME.
3. MAKE WORDS WITH THE CHILD USING ONE OF THE ONSET BLEND CARDS. FOR EXAMPLE, PAIR THE ONSET CR WITH THE RIME -OW TO MAKE THE WORD CROW.
4. CONTINUE MAKING WORDS USING THE REMAINING BLENDS BL, SN, AND FL WITH THE RIME -OW TO MAKE THE WORDS BLOW, SNOW, AND FLOW.
5. HAVE THE CHILD READ A LINE OF DECODABLE -OW TEXT ALOUD (THE CROW FLIES IN THE SNOW) AND CHECK FOR ACCURACY.

BENEFIT

THIS MAKING WORDS ACTIVITY SHOULD HELP TANYA READ WORDS WITH THE OW RIME IN THEM, BECAUSE HE HAS BEEN TAUGHT TO ASSOCIATE THE PHONEME /OW/ WITH THE DIGRAPH -OW BY SEEING, SAYING, MAKING, AND READING -OW WORDS USING DECODABLE -OW TEXT.

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Worksheet on Syllables and Inflectional Suffixes

A fourth-grade teacher assesses her students' ability to syllabicate and separate inflectional suffixes from words. In the assessment, students read a word, divide it into its particular syllables or affixes, and then count the number of syllables they hear in the word or list the inflectional suffix.

Printed below is the result of two assessments for a student named Peter Inflection.

Task One: Syllabication Assessment

1. Mama	<i>ma ma</i>	<i>two syllables</i>
2. Batman	<i>bat man</i>	<i>two syllables</i>
3. Repeat	<i>re peat</i>	<i>two syllables</i>
4. Understand	<i>under stand</i>	<i>two syllables</i>

Task Two: Separating Words from Affixes

1. Cats	<i>cat s</i>	<i>s</i>
2. Chris's	<i>chris s</i>	<i>'s</i>
3. Washes	<i>wash es</i>	<i>es</i>
4. Worked	<i>work ed</i>	<i>ed</i>
5. Tagged	<i>tagg ed</i>	<i>ed</i>
6. Understanding	<i>understand ing</i>	<i>ing</i>
7. Softer	<i>sof ter</i>	<i>ter</i>
8. Softest	<i>sof test</i>	<i>test</i>

Examinee Task

Using your knowledge of vocabulary assessments, write a response in which you:

- Identify strengths seen in the data sets above;
- Identify needs seen in the data sets above;
- Describe a lesson plan to address any of the needs you've identified; and
- Explain how the lesson will benefit the child's vocabulary development.

A fourth-grade teacher assesses her students' ability to analyze words structurally. In the assessment, students read a word, divide it into its affixes or roots, and then show the underlying structure of the word.

Printed below is the result of two assessment for a student named Christine Derivation.

1. Understanding

un|der|stan|ding

2. Internationalization

in|ter|na|tion|al|iz|a|tion

3. Thermometer

ther|mom|et|er

Examinee Task

Using your knowledge of vocabulary assessments, write a response in which you:

- Identify strengths seen in the data sets above;
- Identify needs seen in the data sets above;
- Describe a lesson plan to address any of the needs you've identified; and
- Explain how the lesson will benefit the child's vocabulary development.

Worksheet on Contextual Analysis

A fourth-grade teacher assesses her students' ability to use homophones, homographs, and homographic homophones (multiple-meaning words). In the assessment, students read a word or a series of words and write out sentences to demonstrate their understanding.

Printed below is the result of two assessment for a student named Bobby Context.

To, Two, Too

1. I went too the store
2. I want two cones
3. I want to go to.

There, Their, and They're

1. It's right there.
2. Their coming to dinner.
3. It's they're car.

Cite, Site, and Sight

1. Sight means to see.
- 2.
- 3.

Lead (N.) and Lead (V.)

1. I lead the group.
- 2.

Minute (N.) and Minute (Adj.)

1. Wait a minute.
- 2.

Project (N.) and Project (V.)**Project (N.) and Project (V.)**

1. I have a project to do.
- 2.

Raise

1. I need a raise.
- 2.

Share

1. I share my lunch with my friends.
- 2.

Cool

1. My teacher is cool
- 2.

Using your knowledge of vocabulary assessments, write a response in which you:

- Identify strengths seen in the data sets above;
- Identify needs seen in the data sets above;
- Describe a lesson plan to address any of the needs you've identified; and
- Explain how the lesson will benefit the child's vocabulary development.

VOCABULARY LESSON

The child did not correct his substitutions for the words grass and grains and county and country, because the words are similar in too many ways. For example, grass and grains are both similar visually, and the print looks the same. Also, the words are similar syntactically, because both words are nouns. Finally, the words are also similar semantically, because they mean roughly the same things. Thus, there were too many commonalities between these words and nothing to trigger a self correction. The same ideas apply to county and country.

LESSON PLAN

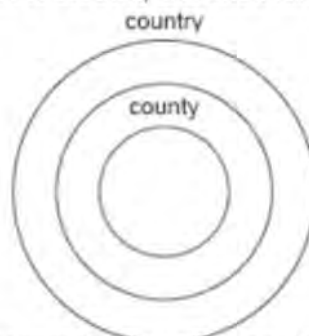
Strategy: Begin by focusing on county and country



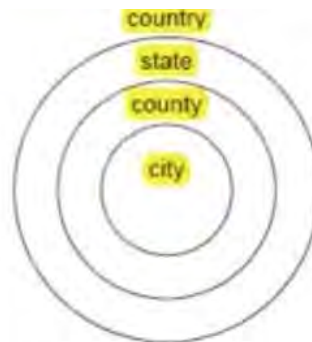
Materials

Semantic Map, Pen, Learning Log

1. Display the words county and country for the child and read the words to him.
2. Highlight the differences in each word to force his attention on the print. For example, highlight the "nty" in country and the "try" in county and then read them together.
3. Display the graphic organizer for the student, and show him how the words county and country fit within it:



4. Work together to complete the graphic organizer so that the student can see the relationships visually.



5. Have the student recreate the graphic organizer in his learning log and generate sentences using the words to work on syntax:

My country is the United States. I live in the state of California. I live in Stanislaus county. My city is called Modest.

Benefit

This semantic mapping activity will help the student recognize and understand the meanings of visually similar words like county and country, because he has been taught to attend the print, see the semantic relationships visually, and use the words in sentences to understand their position syntactically. Expanding his recognition of these words will elaborate and extend his vocabulary and increase his comprehension of text.

Janet's Case Study

This case study focuses on a fourth grade student named Janet. The documents below describe her progress in language arts portion and reveal a variety of her skills in reading, writing, listening, and speaking. Using your knowledge of language arts instruction and student development, write a response that addresses each of the aspects described below.

1. Describe three of Janet's important reading strengths and/or needs present in the data, being careful to cite sources of your information.
2. Describe two lesson plans to address any needs seen in the data.
3. Explain how the lesson plans will benefit the student's development as a reader.

Students in Janet's class regularly read and discuss literature in their classroom with their teacher. The grade-level passage below is written at Janet's independent reading level. The teacher asked Janet to read the excerpt below to herself before attempting to answer any questions about the passage.

The House on Haunted Hill

John couldn't run fast enough. His feet almost couldn't keep up with his legs as he ran to find his friend Jan. The vacant house that the two of them had found was haunted. His older brother, Stavros, has just told him so. John was so excited that he nearly tripped on his way to find Jan to tell her the news. John was also too excited to remember that his older brother loved to scare little kids. When John finally reached Jan's house and found her in the backyard, he could hardly speak. After catching his breath, he did.

"Jan," John said breathlessly, "The house. It's true. We have to go!" Jan understood completely and nodded.

"We'll need supplies," she said.

"Right," said John, "We'll need to bring a flashlight to see in the dark, salt to see the ghost's foot prints, and a sheet to catch him. Jan looked down and paused for an unusually long time.

"We're forgetting something," she said.

"What's that?" asked John.

"Him," said Jan, pointing to his brother, the younger brother whom she had to watch all afternoon. John was cool to the idea, but his desire to finally catch a ghost was too important to be postponed.

"Let's go," said John.

The teacher asks Janet to read aloud to her before answering the questions about the passage. The teacher has made a copy of the passage for herself and marks any miscues the student makes.

"Jan," John said breathlessly, "The house. It's true. We have to go!" Jan understood completely and nodded. "We'll need supplies," she said. "Right," said John, "We'll need to bring a flashlight to see in the dark, salt to see the ghost's foot prints, and a sheet to catch him. Jan looked down and paused for an unusually long time.

Teacher: Can you tell me what you were reading about?

Student: It's a story about some kids who are going to have an adventure.

Teacher: Who are the main characters?

Student: Jan and John.

Teacher: What kind of adventure are they going to have?

Student: They are going to find a ghost.

Teacher: What do they take with them?

Student: A flashlight, some salt, and a sheet. Oh, and Jan's little brother.

Teacher: How does John feel about bringing Jan's little brother?

Student: It says he's cool to the idea, so he's okay with it.

Teacher: What do you think is going to happen in story next?

Student: They're going to find the ghost! Maybe John's older brother will help them.

Students in Janet's class also keep reading logs in which they write about books they've read in class. The teacher usually assigns them a question that addresses some aspect of story schema (e.g., plot, setting, characters, events, etc.). Printed below is Janet's response to the following question: "Write a short description of what you think will happen next in the story you've read. Be sure to summarize the information before you make your prediction."

Reading Log Entry

Summary: My story is called, The House on Haunted Hill.
It's about to friends.
They are going to a haunted house.
They also bring Jan's little sister.
John's older brother likes to get scared, to.

Prediction: John, Jan, and there brothers are all going to get scared when they see the ghost! Maybe they'll find his treasure there, to!

Teacher Notes

8/7 Janet is not an eager reader, but she tries hard and completes her tasks. Her first love is Reader's Theater, where she gets to express herself orally and give dramatic presentations of excerpts from novels that have been turned into scripts and well-rehearsed in small groups. Her peers also report that her performances are always well done, even though we do our reader's theater without props or costumes.

8/21 Janet scored very well on a word problems in math. She correctly performed operations using "by" and "of" to solve the problems correctly. She is able to apply concepts to novel situations, if she has first understood the expectations and has a routine for doing so. Janet is also able to do word problems that are more abstract, and she can read the details of the problem and sketch areas, deduce formulas, and follow procedures, if she knows them well.

8/31 Janet's ability to express herself in writing is lagging a bit. The format of her essays from the sciences and in her literature log entries are adequate but the depth of her understanding and vocabulary used for expression are not in synch with her abilities. She is most interested in the sciences and seems to like to read and write mostly on those areas. She even outlines informational texts on her own and readily recalls facts once she has done so.

Early Assessment Results for Janet

Printed below are Janet's scores on a variety of grade-level assessments. The assessment area and its benchmark appear as items one through seven. The teacher has handwritten Janet's scores into this table and has also provided remarks about the scores after recording them.

Assessment Area	Janet's Scores	Benchmark
1. Decoding	4th Grade	4th Grade
2. Spelling	6	5
3. Main Ideas	4	5

5. Sight Words	5	5
6. Polysyllabics	1	5
7. Structural Words	0	5

Remarks:

Discussed the scores with Janet's parents today by phone. Her parents seemed concerned about them, and asked me to suggest activities that they can complete at home with her. Need to prepare a list of items and send them along with Janet ASAP to help her improve her scores. Also, I talked to Janet about her scores, and she seemed to be confused about her scores, since she thought that she was understanding everything well. Her parents are very pleased with her progress in math, particularly in word problems. Both parents admitted that word problems were never their strong suit, so they were both pleased that their child is holding her own in this area. Janet was also happy with her progress, though she seemed disappointed with reading.

Worksheet on Contextual Analysis

Janet's teacher also assesses her students' ability to use homophones, homographs, and homographic homophones (multiple-meaning words). In the assessment, students read a word or a series of words and write out sentences to demonstrate their understanding.

To, Two, Too

1. I went too the store
2. I want two cones
3. I want to go to.

There, Their, and They're

1. It's right there.
2. Their coming to dinner.
3. It's they're car.

Cite, Site, and Sight

1. Sight means to see.
- 2.
- 3.

Lead (N.) and Lead (V.)

1. I lead the group.
- 2.

Minute (N.) and Minute (Adj.)

1. Wait a minute.
- 2.

Project (N.) and Project (V.)

1. I have a project to do.
- 2.

Raise

1. I need a raise.
- 2.

Share

1. I share my lunch with my friends.
- 2.

Cool

1. My teacher is cool
- 2.

Assignment B Answer

Strength One

Janet's first strength is with reading fluency on grade-level narrative text. When asked to read the narrative passage aloud, she had several pauses before some polysyllabic words, but did not have any trouble with blends or digraphs in onset position, common rimes, or sight words. Her assessment results on decoding also support this fact, as she has reached the fourth grade benchmark. Thus, Janet's fluency is strong and she should have enough short term memory available to comprehend what she reads.

Strength Two

Janet's second strength is with literal comprehension of grade-level narrative text. Janet's responses to four of the teachers literal comprehension questions demonstrate this strength. For example, when asked questions about what she was reading, who the main characters are, and what items they take with them, she correctly responded by answering, "they're going on an adventure," "Jan and John (the main characters)," and "a flashlight, salt, and a sheet." These responses provide her with a foundation of facts on which she can build her inferential understanding.

Problem + Need A + Need B

Janet's problem is with inferential comprehension of narrative text and with particular kinds of vocabulary words often found in stories. Her first need lies with interpreting narrative details. When asked to predict what will happen next in the story, she says that she thinks they will find a ghost, when in fact they will probably find John's older brother, Stavros, who will try to scare them. Her second need is with vocabulary. When asked how John feels about Jan's little brother coming along, the text says he is cool to the idea. She interprets cool to mean, okay, when it means "put off" in this context. Thus, I would work on narrative details and homonyms with Janet to make improvements in these areas.

Lesson A + Benefit A

To address Janet's problem with inferential comprehension, I would use a story map. First, Janet and I would read the passage together and highlight details essential to understanding the passage. Second, Janet and I would organize the details into a graphic organizer like this:

Past Present Future

Third, Janet and I would discuss what happened in the past, what is happening in the present, and make predictions about the future. Fourth, we would add our predictions in the future column. Finally, we would read the text together to see if our predictions were confirmed or denied by the text. The benefit of this activity is that it would help make the details of narrative text concrete. Janet would learn how to highlight details, organize them into a graphic outline, and use a text to confirm or deny her predictions.

Lesson B + Benefit B

To address Janet's challenge with homonyms (multiple meaning words), I would use a semantic map. First, I would present Janet with a common homonym, like play, and we would discuss the various meanings for the word. Second, Janet and I would list the word and its meanings in a graphic outline like this:



Third, we would use these words in sentences to demonstrate our understanding. Fourth, Janet would take a homonym from her word list, like cool, and apply the same strategy to it. Finally, I would check her understanding based on the graphic outline and the sentences. The benefit of this activity is that it would make the semantic relationships among these words visual and concrete. She would learn multiple meaning words by seeing, organizing, and writing them in contextual sentences to improve her multiple meaning vocabulary.

Larry's Question

A new third-grade teacher is concerned about the reading performance of a student in her class. She shares her concerns with you, the school's readingspecialist. You agree to observe as the teacher informally assesses the student's reading comprehension. For this assessment, the student silently reads an excerpt from a grade-level story and then answers questions posed by the teacher. Printed below is the excerpt from the story.

Jeff sat at his desk staring out the window and fumbling with the postcard in his hand. He was tired of homework. He was tired of listening to his parents laughing as they made dinner together in the kitchen. He was tired of listening to his brother laughing on the phone with friends. Jeff got up and began pacing.

Twice he walked through the kitchen, where his parents looked up from their work and smiled. But otherwise they ignored him. Three times he walked past his brother chatting on the phone in the living room. Jeff's brother made faces at him and finally threw his shoe at Jeff. This cheered Jeff up a little. He went back to his room.

Back at his desk, Jeff reread the postcard from his friend Sarah. She liked her new town and her new school, she said, but she missed him. Jeff sighed. They had lived next door to each other all their lives. Staring out the window, Jeff thought about all the fun adventures he and Sarah had had last summer, spying on the neighbors and training Sarah's new puppy. One more week until summer vacation, he thought. What would he do? He set the postcard down and began pacing again.

As Jeff passed through the kitchen for the third time, his father asked, "What's up, Jeff?" But before he could answer, his brother appeared in the doorway with the phone still in his hand. "Jeff doesn't want to do his homework, so he keeps bugging me. Will you tell him to stop!"

After the student reads the passage the teacher asks some questions. Printed below is a transcript of their conversation about the passage.

- | | |
|----------|---|
| Teacher: | Tell me what this story is about so far. |
| Student: | It's about a kid named Jeff who doesn't want to do his homework. |
| Teacher: | Can you tell me anything else about Jeff? |
| Student: | He likes to bug his brother. |
| Teacher: | Are there other characters in the story besides Jeff and his brother? |
| Student: | Yeah, Jeff's parents. And he has a friend named Sarah who lives next door. They do stuff together in the summer, like spy on people and play with Sarah's puppy. Jeff's wondering what they're going to do this summer. I bet they're going to do some more spying! |
| Teacher: | The story mentions a postcard. What can you tell me about the postcard? |
| Student: | Sarah sent it. She must be on vacation. She said she misses him because they've lived next door to each other their whole lives. |
| Teacher: | What is Jeff's mood like in the story? |
| Student: | Bad! He keeps pacing around and bugging his brother. |
| Teacher: | Why do you think he's in a bad mood? |
| Student: | Because he doesn't want to do his homework. |

- identify important reading strengths and needs demonstrated by the student, citing specific evidence from the assessment information provided;

Lesson Plan Two

This student is having trouble with the schema of narrative text. She is lost in the details of the story. For example, her retelling demonstrates that there is a girl named Beth who is facing a difficult situation in school. The problem is that the student does not understand how past events (flashback) may affect the future (foreshadowing), where the character was harassed at her old school and has been pretending to be cool at her new school, and that a "sharp faced girl" is about to find her out.

LESSON PLAN

Strategy: Begin by focusing on narrative details that describe past and future events.

Materials:

Story Map

Learning Log

Pen

Steps



1. Display the graphic organizer and explain how it organizes details from the passage into past, present, and future, events:

Past	Present	Future

2. Read the passage together and highlight details that support past, present, and future events. **EXAMPLES**

3. Work together to list the details in the story map:

Past	Present	Future
EXAMPLES	EXAMPLES	EXAMPLES

4. Ask literal and inferential comprehension questions based on the story map. **EXAMPLES**

5. Have the student re-write her retelling of the story in her learning log using the graphic organizer as her guide. **EXAMPLE**

BENEFIT

The story map will help the student understand the schema of narrative text. She will be able to see how details in the passage are organized into past, present, and future events, and she will understand how to answer literal and inferential comprehension questions using this tool. Finally, she will be able to write accurate summaries about what she reads that will elaborate and extend her understanding of narrative text.

Assignment C: Narrative Text Schema

Students in Mr. Johnson's eighth-grade language arts class have been reading an abridged version of Poe's *The Fall of the House of Usher*. In this assignment, the students are learning about metaphor and how descriptions of the setting reveal hidden elements of the story symbolically.

Printed below is a passage from the short story.

Coming to my senses, I focused my gaze more carefully upon the Usher home. It's features were excessively aged, almost ancient in appearance. Time had had its way with the house, and mold covered the exterior and cob webs hung low from the eaves. But the house itself was still intact and not in ill-repair. No bricks had fallen from the home, and the wood seemed to have been preserved much like a well-wrapped mummy in a tomb. Only the most perceptive observer would have noticed the minute fissure that began from the roof and crept down the wall into the foundation in a zigzag manner until it disappeared beneath the earth.

Students in Mr. Johnson's class also write responses to questions in their literature logs. Printed below is one student's response to the following question:

Metaphors abound in Poe's writing. Describe one metaphor that Poe uses in his description of the setting to reveal hidden characteristics about the Usher family.

-:- The description of the setting contains an important metaphor that reveals things about the usher family. For example, the house is said to be covered in mold and cob webs and is really old. That's what Poe is trying to say about the usher family - they're really old and they're letting themselves go. That's why they and their house finally fall apart.

Using your knowledge of narrative text comprehension, write a response in which you:

- Identify a comprehension need seen in this student's response;
- Describe a lesson plan to address the need; and
- Explain how the lesson plan will benefit the student.

Assignment H Answer

Comprehension Need

The child is unable to comprehend grade-level narrative text inferentially. In this case, it is an important metaphor that child misses completely. The story describes an old house that has a crack running down the center of it to the foundation. This crack is a symbol that reflects a fatal flaw in the foundation of the Usher family. However, the child believes that the description means that the family is old and moldy.

LESSON PLAN

Strategy: Begin by focusing on narrative details that describe metaphors.

Materials: T-Chart, Learning Log, Pen

Steps

1. Display the T-Chart and explain how it compares details about the setting and with other elements in the story that reveal metaphors (extended symbols in stories).

Usher House	Usher Family



2. Read the passage together and highlight details that describe the Usher house and what they might reveal about the family. For example, highlight the details about the home, especially the crack that runs down the center of the house to its foundation.

3. Work together to list the details in the T-Chart

Usher House	Usher Family
There is a fatal flaw in the house that will lead to its demise.	There is a fatal flaw in the User family that will lead to its demise, too.

4. Read the story together to see how the metaphor of the flaw in the house relates to the flaw in the Usher family and continue to add to the T-Chart as the story develops.

5. Have the student use the T-Chart as a guide to write on metaphor in her learning log.

BENEFIT

The benefit of the T-Chart is that it helps make details that reveal metaphors in stories concrete. For example, by reading, highlighting, listing, and analyzing details in the story that describe both the house and the family, the student will be able to make visual connections between the two elements. The visual connections will make metaphors tangible for the child, and the inferential comprehension of stories will greatly improve through this technique.

Assignment B: Narrative Text Comprehension

A third-grade student reads the passage below for his teacher. The teacher notes that he does so with the appropriate speed and intonation. Printed below is the passage from which the student read aloud.

The House on Haunted Hill

John couldn't run fast enough. His feet almost couldn't keep up with his legs as he ran to find his friend Tim. The vacant house that the two of them had found was haunted. His older brother, Stavros, has just told him so. John was so excited that he nearly tripped on his way to find Jan to tell her the news. John was also too excited to remember that his older brother loved to scare little kids. When John finally reached Jan's house and found her in the backyard, he could hardly speak. After catching his breath, he did.

"Jan," John said breathlessly, "The house. It's true. We have to go!" Jan understood completely and nodded. "We'll need supplies," she said.

"Right," said John, "We'll need to bring a flashlight to see in the dark, salt to see the ghost's foot prints, and a sheet to catch him. Jan looked down and paused for an unusually long time.

"We're forgetting something," she said.

"What's that?" asked John.

"Him," said Jan, pointing to his brother, the younger brother that she had to watch all afternoon.

John was cool to the idea, but his desire to finally catch a ghost was too important to be postponed.

"Let's go," said John.

Teacher: Can you tell me what you were reading about?

Student: It's a story about some kids who are going to have an adventure.

Teacher: Who are the main characters?

Student: Jan and John.

Teacher: What kind of adventure are they going to have?

Student: They are going to find a ghost.

Teacher: How does John feel about bringing Jan's little brother?

Student: It says he's cool to the idea, so he's okay with it.

Teacher: What do you think is going to happen in story next?

Student: They're going to find the ghost! Maybe John's older brother will help them.

Using your knowledge of reading comprehension, write a response in which you:

- Characterize this student's current level of reading comprehension;
- Describe a lesson plan to address any needs you identify, and
- Explain why this lesson plan is appropriate for this student.

Assignment A: Narrative Text Comprehension

A second-grade teacher is instructing students in fables. In one activity, students read the brief stories and then write short summaries about them to demonstrate their understanding.

The assignment was as follows: Read the fable and then summarize the story in one sentence. End your summary with what you believe to be the moral of the story.

The Scorpion and the Snake

A scorpion meets a frog by a river. The scorpion asks if the frog will help him to cross the river by letting him ride on his back.

"But you might sting me," said the frog.

"Of course I won't!," said the Scorpion. "If I did, you'd sink and I'd drown. That wouldn't make any sense."

So, the scorpion climbs on the frog's back. They begin to move across the river together. Halfway across the river, the scorpion stings the frog, and they both begin to sink.

"Why did you do that?" pleaded the frog. "Now we're both doomed!"

"I'm sorry," said the Scorpion. "It's just my nature."

After the student reads the passage silently, the student writes his summary and identifies the moral.

In this story, a frog helps his friend the scorpion to get across the river. The moral of the story is kind of like the old joke about the chicken crossing the road, only with different animals: Why did the scorpion and the frog cross the road? To get to the other side.

Using your knowledge of reading comprehension, write a response in which you:

- Identify one reading comprehension strength;
- Identify one reading comprehension need;
- Describe a lesson plan to address the need; and
- Explain why this lesson plan is appropriate for this student.

Data Set for Comprehension Question

Chess had been Steven's favorite game until he met his opponent, Valerie Taylor. He had been practice all summer long for the tournament that he was now finally playing in but sorely losing

Steven knew that it wouldn't be long before Valerie won the game and the tournament. He could see that she would win in three moves, maybe even fewer. He also notice that Valerie knew this too, because her eyes narrowed on the board and then moved like lasers to each spot that he had also counted

Steven felt the desperation growing inside of himself. Soon, he thought, he would be receiving his second-place trophy – or, first loser award as his mother says it. Just then, Steven felt the screw that he had been nervously playing with underneath the table turn just a bit. Ever so imperceptibly, the table leg moved just slightly to the right.

Suddenly, a new idea entered Steven's mind, an idea that would eventually teach him nothing about chess but everything about life

Teacher-Student Dialogue

Teacher: Can you tell me what you were reading about?

Student: It's a story about a boy who is playing chess.

Teacher: Tell me more about that.

Student: He's playing a girl named Valerie, and he's going to lose to her.

Teacher: What else do you think is going to happen in the story?

Student: I think that he's going to lose and that he's going to get a second place trophy. I don't think he wants it.

Teacher: Can you read this part for me? (the last sentence of the story)

Student: [read aloud] *Suddenly, a new idea entered Steven's mind; an idea that would eventually teach him nothing about chess but everything about life.*

Teacher: What do you think the author means by that sentence?

Student: I think it means that Steven is going to find a new game to play, because he's going to lose at chess. Sometimes you have to try several things before you find something that you're really good at.

Essay Question

Using your knowledge of decoding instruction, write a response that addresses each of the following elements:

- 1) Identify one need reflected in this student's responses to the teachers' questions.
- 2) Describe an instructional lesson appropriate for this student's need.
- 3) Explain why you selected this lesson for the child and how it will benefit his reading development.

Use the information below to answer the three questions that follow.

A middle school teacher informally assesses a student's reading comprehension by having the student silently read a short story about Elizabeth, a teenager who changes her name and her social image when she moves to a new school. After the student reads the story, the teacher asks her to retell it. Shown below are an excerpt from the story and the student's retelling of it.

It was almost too easy. No one suspected that Beth—the totally cool new girl, the pink-haired trend-setter—was not what she seemed. A few short months ago, she was not Beth but Elizabeth: Dizzy Lizzy, Lizard Breath, Loser-brat. Even now, those words made her eyes sting. Shake it off, she told herself. The old school, scene of her humiliation, was only twenty miles from here, but it might as well be light years away. Still, she found herself wondering why the old thoughts should be tormenting her now. Maybe because of that sharp-faced girl who had been staring at her today. Why did that face seem so familiar? It was then that she heard the giggling. Turning, she saw the oddly familiar, sharp-faced girl pointing toward Beth and whispering to some other girls. Beth felt her heart sink like a stone.

Student's retelling: "There's this girl, Beth. Only sometimes they call her Elizabeth, or a bunch of mean nicknames like Lizard. She moves to a new school, and some of the kids there are mean to her. There's this other girl who whispers about her and makes fun of her."

Examinee Task

Using your knowledge of reading comprehension, write a response in which you identify the student's current level of reading comprehension. Then, develop a lesson plan to either build upon her strengths or address her needs. Be sure to explain how the activity that you describe will help promote her reading development.

NEED

This student is having trouble with the schema of narrative text. She is lost in the details of the story. For example, her retelling demonstrates that there is a girl named Beth who is facing a difficult situation in school. The problem is that the student does not understand how past events (flashback) may affect the future (foreshadowing), where the character was harassed at her old school and has been pretending to be cool at her new school, and that a "sharp faced girl" is about to find her out.

LESSON PLAN

Strategy: Begin by focusing on narrative details that describe past and future events.

Materials:

Story Map
Learning Log
Pen

Steps

1. Display the graphic organizer and explain how it organizes details from the passage into past, present, and future, events:

Past	Present	Future

2. Read the passage together and highlight details that support past, present, and future events. For example, highlight the details about Beth's experience at the old school and the role of the "sharp faced girl" at the new school

3. Work together to list the details in the story map:

Past	Present	Future
Elizabeth was tormented at her old school	Elizabeth is pretending to be someone cool.	Elizabeth may be "outed" as uncool by the "sharp faced girl."

4. Ask her literal and inferential comprehension questions based on the story map. For example, ask her "What is Elizabeth trying to hide?" and "Why do you think that Elizabeth is worried?"

5. Have the student re-write her retelling of the story in her learning log using the graphic organizer as her guide.

BENEFIT

The story map will help the student understand the schema of narrative text. She will be able to see how details in the passage are organized into past, present, and future events, and she will understand how to answer literal and inferential comprehension questions using this tool. Finally, she

Mary Case Study

This case study addresses a student named Mary. Mary is in sixth grade and English is her only language. The data sets in this case study reveal Mary's performance during the beginning of the second quarter of the school year. Using these available documents, apply your knowledge of reading development to address this child's current literacy level and consider the following areas in your analysis:

1. Evaluate the student's current level of literacy development by citing three of her strengths and/or needs being careful to support your contentions;
2. Describe two lesson plans that are appropriate for this student's current level of literacy development at this point in the school year and as revealed by the data;
3. State the specific benefits of the lesson plans you've described for this child.

Informal Reading Inventory

Students in Mary's classroom have been reading their science textbooks on human and plant biology. The teacher uses a variety of approaches to help the children learn the material. In this case, the teacher has been testing each child individually by having them read aloud to her from their texts and then asking them to participate in oral reading inventories to chart both their reading behaviors and comprehension skills.

Printed below is an excerpt from the passage that Mary read aloud for her teacher.

Human, Plants, and Viruses

In this chapter, we explore intracellular similarities and intercellular differences between animal and plant cells. You will learn about the similarities first before being introduced to the differences. Viruses, which are neither plant nor animal cells, are presented last as a contrast to the aforementioned areas.

Intracellular Plant and Animal Similarities

Eukaryotic cells (cells with proper nuclei) characterize both plant and animal cells, and offers us our first bidirectional comparison: all animal and plant cells possess nuclei that contain chromosomes to carry genes – the hereditary information of life. Cytoplasm surrounds the nucleus of both plant and animal cells. Within the cytoplasm are other structures that offer additional similarities. Mitochondria exist to create energy from glucose to power the cell, though the processes differ in both plant and

Intercellular Plant and Animal Differences

The first characteristic that distinguishes a plant cell from an animal cell is the cellulose wall that surrounds the plant cell. The cell wall is inanimate, and its function is to prevent the plant from exploding when absorbing large quantities of water. Plant cells also possess chloroplasts filled with a green chemical called chlorophyll. Chlorophyll enables photosynthesis to occur in plants, providing us with oxygen to breathe. Finally, plant cells contain large, liquid filled sacs called vacuoles. Vacuoles provide plant cells with a consistent shape, and offer leaves their rigidity.

The Virus: Not Plant, Animal, or Cell

Viruses are not cells, because they neither create their own energy nor respire like plant and animal cells do. Instead, viruses seek out host cells into which they inject their DNA and "take over" the cells. When you get a virus from a cold, your cells

The teacher asks Mary to read the first paragraph aloud for her. As the Mary performs the task, the teacher marks the behaviors she displays, including any words that she inserts, deletes, repeats, or substitutes. Printed below is a transcript of her oral reading performance.

In this chapter, we explore ^{intrastellar}intracellular similarities and ^{interstellar}intercellular differences between animal and plant cells. You will learn about the ^{similar-ities}similarities first before being ^{intro-duced}introduced to the ^{difference}differences. Viruses, which are neither plant nor animal cells, are presented last as ^{contest}a contrast to the ^{afermented}mentioned areas.

Teacher-Student Dialogue

After Mary reads the passage aloud, the teacher asks her a number of questions. The questions are meant to reveal her comprehension level, along with the strategies that she uses to understand text. Printed below is a transcript of their conversation.

Teacher	Can you tell me what this passage was about?
Student	I'll try but it was really hard. It was about plant and animal cells. I think it was about what makes them the same and different, but it was really hard to figure this stuff out.
Teacher	Why was the paragraph hard for you?
Student	Because there were lots of words that I didn't know. Plus, the information is, like, overwhelming.
Teacher	Can you read this title for me? [points to paragraph heading two]
Student	Intro...intra [skips word] plant and animal similarities.
Teacher	What do you think that paragraph will be about?
Student	I think that it will be about the similar things between plants and animals, but I'm not really sure because of the first word. How do you say it?
Teacher	<i>Intracellular.</i>
Student	What does that mean?
Teacher	Can you try to figure it out?
Student	[sounding out] <i>in-in-intra-cellar</i> . Is that like intramural? You know, for sports?
Teacher	Not exactly. Let's try something else for a moment. Can you tell me one thing that makes plant and animal cells similar?
Student	Um. They're alive?
Teacher	And how are plant cells different from animal cells?
Student	[points to the word, inanimate] They are inanimal.
Teacher	How do plant and animal cells differ from viruses?
Student	Plants and animals don't give you the flu. They give you allergies.

Teacher Notes

9/1 Mary did very well on her chapter report on *A Separate Peace*. She was able to compare and contrast the characters clearly, as well as identify features of the setting that foreshadow events. She was even able to clearly define several flashbacks that occurred at critical points in the story, and she seemed to really enjoy the reading and writing about this particular text. She chose a topic for her report that is due next week: a character analysis about *Rites of Passage* in the book.

9/15 Mary seems to be keeping pace with her language arts assignments but she is clearly struggling with social studies and sciences. Her social studies reports are adequate when the language isn't technical; however, when the words are unfamiliar to her, she has a difficult time figuring out what they mean, even when the words are not context-dependent or structurally complex. Furthermore, she does not seem to be able to retain information that she reads when it is presented to her as pure information.

9/30 Mary's science scores have plummeted and her enthusiasm for language arts is also waning. She was supposed to complete two assignments last week, one on a character analysis for *A Separate Peace* and another report on how viruses affect both plants and animals but she failed to turn either assignment. I called her parents after school and they told me that she said that things were fine at school. They were unaware that any assignments had been due and asked me to send weekly homework lists home with her.

Quickwrite

Students in Mary's class write brief sketches about books that they read in class. To focus their responses, the teacher often has them write from a list of questions that are posted at the front of the room. Students select a question to use as the basis for their writing, and then turn their responses in to the teacher so that she can review their progress.

Printed below is Mary's response to the following question:

- Choose a character from a story you have read and write down one positive characteristic and one negative characteristic about him or her.

Holden Caulfield

My character is Holden Caulfield. One positive thing about Holden is that he really cares about things, and about trying to pay attention to everything around him so that he doesn't forget anything. This is also very negative, because he pretty much just wants to live in a museum and have everything on his own terms all of the time. You really can't do that and have any friends. No one wants to be around someone that selfish for very long.

Word Analysis

Mary and her classmates have been working on their word analysis skills. For each word, they are either to syllabicate the word or structurally analyze it for meaning. The assignment was as follows: Using your knowledge of word analysis, either divide the words or divide and define them, depending on what seems most appropriate to you.

Printed below are Mary's responses to the assignment.

1. Everything <i>ev/ry/thing</i>	2. Understanding <i>un/der/stand</i>
3. Unknowable <i>un/know/a/ble</i>	4. Denationalization <i>de/na/tion/al/iz/a/tion</i>
5. Telephone <i>te/le/phone</i>	6. Thermometer <i>ther/mom/e/ter</i>



Christine's Essay

A literacy teacher is assessing an eighth-grade student's reading comprehension by having him silently read a passage from a grade-appropriate expository text and then write a summary of the passage in his reading log. Printed below is the passage.

The gasoline engine was first used in automobiles in France and Germany during the 1860s. Gasoline-powered automobiles could be driven a relatively long distance on a single tank of gas. However, they were expensive to purchase and maintain; initially, only the very rich could afford to own a gasoline-powered automobile.

In the early 1900s, two developments substantially reduced production and repair costs, making cars affordable for middle-income consumers. First, automobile manufacturers began to use standardized, pre-made parts that were interchangeable from one car to another. The manufacturers saved money by purchasing large numbers of parts from suppliers, and if a part broke, it was now easy to replace with an identical part. Second, beginning with the Ford Motor Company's Model T in 1913, automobile manufacturers switched to a method of assembling cars that used a conveyor system to move the partially assembled cars through the plant. Each worker would stay in one place, doing the same task over and over as one car after another moved through the assembly plant. This process saved the manufacturer so much in labor costs that the price of the Model T dropped from about \$950 in 1909 to \$290 in 1926. Eventually, almost every automobile manufacturer adopted the assembly-line technique, as did many manufacturers of other products.

Printed below is an excerpt from the student's reading log showing his summary of the passage.

Cars used to be super expensive. They still are but you don't have to be totally rich to buy one. You have to buy gas, and it costs alot to fix them when they break down too. When the car factorys changed, the people who owned the car companys got rich. The factorys used machines so it was cheaper. They made the old model T cars that way. They just had these machines do it so they didn't have to pay people to work there. So the car companys got rich but nobody else did.

Examinee Task

Using your knowledge of reading comprehension, write a response in which you: (1) identify one reading comprehension strength and (2) one reading comprehension need. Be sure to cite examples to support your conclusions.

This case study focuses on a student named Robert, who is eleven years old. His primary language is English. The documents on the following pages describe Robert's reading performance during the first four months of sixth grade. Using these materials, write a response in which you apply your knowledge of reading assessment and instruction to analyze this case study. Your response should include three parts:

1. identify three of Robert's important reading strengths and/or needs at this point in the school year, citing evidence from the documents to support your observations;
2. describe two specific instructional strategies and/or activities designed to foster Robert's literacy development for the remainder of the school year by addressing the needs and/or building on the strengths you identified; and
3. explain how each strategy/activity you describe would promote Robert's reading proficiency.

INFORMAL READING ASSESSMENT

Printed below is an excerpt used for an informal assessment of Robert's reading performance. For this assessment, Robert silently read a passage selected by his teacher, who judged it to be appropriate for his reading level. The passage comes from a text that the class is using as part of an earth science unit.

What Causes Earthquakes?

To understand the cause of earthquakes, you first have to learn a little about the earth's crust. The topmost layer of the earth is called the crust. The earth's crust is composed of seven major parts called *plates*. These plates are enormous. For example, the plate we live on, the North American plate, includes the whole continent of North America plus a large area of the Atlantic Ocean. Plates are about 60 miles thick on average, but some are twice as thick. Yet plates do not stay in one place! They are not stationary. How can this be?

The layer of the earth immediately below the crust is called the mantle. The upper part of the mantle is made of hot rock. The rock is so hot that it is melted. The earth's plates are not stationary because they float on top of this hot liquid rock.

As a plate moves, it may pull away from some of the plates around it. It may also collide with or slip past other plates around it. These movements of the plates cause major changes in the earth's crust. Sometimes these movements and changes cause earthquakes.

When two plates move and rub against each other, pressure can build up as the large blocks of rock grind together. As the two plates continue to collide, the pressure increases. Eventually, the strain between the large blocks of rock becomes so great that the rocks slip past each other. An earthquake occurs. The vibrations caused by an earthquake can be strong enough to destroy buildings and collapse bridges.

After Robert's silent reading, the teacher asked him some questions. Printed below is a partial transcript of their conversation.

- | | |
|-----------------|---|
| <i>Teacher:</i> | Tell me what you learned about earthquakes from this article. What causes earthquakes? |
| <i>Robert:</i> | Vibrations. Vibrations cause a lot of damage, like destroying buildings and bridges. |
| <i>Teacher:</i> | But what causes the vibrations? |
| <i>Robert:</i> | Rocks slipping. Rocks falling. Like an avalanche, I guess. Big boulders probably. |
| <i>Teacher:</i> | The article talks a lot about plates. Can you explain what plates are? |
| <i>Robert:</i> | Yeah, they're in the earth's crust. There are seven of them and they're 60 miles wide. |
| <i>Teacher:</i> | What do plates have to do with earthquakes? |
| <i>Robert:</i> | I'm not exactly sure. I think they make the rocks fall. |
| <i>Teacher:</i> | Were there any words in the article that you didn't know? |
| <i>Robert:</i> | Hmm. Yeah, "stationary." I don't know that word. |
| <i>Teacher:</i> | Let's look back at the first paragraph. Reread the last four sentences and see if you can figure out what "stationary" means. |
| <i>Robert:</i> | <i>(rereads the four sentences)</i> Hmm, the plates don't stay in one place . . . they're <i>not</i> stationary. Oh! So "stationary" must mean stay in one place. |

TEACHER NOTES

Name: Robert

9/22 Robert really enjoys math and he loves working on the class computer whenever he can. However, his work in language arts and other content areas is not very consistent. He tends to rush through assignments and makes a lot of careless mistakes. I'm not sure he's really working at his full potential.

10/20 During parent-teacher conferences, I asked Robert's parents about his at-home reading. They said he's never been a big reader but seems to understand what he reads "just fine." He's not allowed to play games on the computer or watch TV on school nights until he finishes his homework and reads for 15 minutes. He usually finishes everything in about a half hour. For his 15 minutes of reading, he almost always picks an article from the sports section of the newspaper (he told his parents "I don't like books"). He apparently spends a lot of time playing computer games and is quite good at them.

11/18 Robert has been reading a book on codes and cryptography all week during SSR [sustained silent reading]. This is the first time this year he actually seems to be reading during SSR! He usually just grabs any old thing and flips through the pages. He's never disruptive, but he's not engaged either. I'm pleased to see him connect with this book. He's talked about it a lot with me and several classmates. He's clearly learned a lot from this book.

12/15 Robert's grades on his language arts and content-area assignments (with the exception of math, in which he consistently performs well) are not improving. He frequently misses the main ideas in both fiction and nonfiction texts. While his decoding skills seem strong enough (he generally pronounces new words accurately and reads aloud with fluency), I'm often surprised by what he doesn't know in terms of vocabulary. I frequently remind him to slow down and be more careful with his work.

READING JOURNAL ENTRY

Robert's reading group has been reading the novel *Hatchet* by Gary Paulsen. In this novel, a boy named Brian, whose parents are divorced, is flying over the densely wooded Canadian wilderness on his way to visit his father when the pilot of the two-seater plane has a heart attack and dies. Brian must land the plane safely and then survive in the wilderness with nothing but his instincts and a hatchet, a gift from his mother. He endures many hardships during his 54 days in the wilderness.

The students in Robert's reading group meet to discuss some chapters of the book. They respond independently to other chapters by writing about them in their reading journals. For the journal entries, students first discuss their personal reactions to the story. Then they respond to specific teacher questions or prompts. Following is Robert's reading journal entry after finishing reading the book. The teacher's prompts that day were: (1) Describe your personal reactions to the story; (2) summarize the conflicts Brian faced throughout the story; and (3) describe how Brian has changed from the person he was at the beginning of the story.

I thought he would get saved and he did. He didn't have any conflicts cause there wasn't any other characters. Maybe the moose. It was really dangerous and liked to conflict. He's a lot skinnier at the end of the story.

DICTATED SPELLING AND MECHANICS

Robert's class writes two dictated sentences each morning. The teacher takes the sentences from the students' current readings in language arts or the content areas. For each sentence, the teacher reads the sentence aloud and asks the students to write it down. The teacher then reads the sentence again and lets the students check their spelling and mechanics. Robert's performance from three mornings is shown below. The sentences that the teacher read aloud appear in parentheses.

<i>Monday</i>
(A hurricane's whirling winds and heavy rains can cause much damage.)
1. <i>The hurricain's wurling winds and heavy rains caused much damage.</i>
(Their herd of cows grazed in the meadow, too.)
2. <i>Their herd of cows grazed in the meadow, too.</i>

<i>Tuesday</i>
(The car received a few scratches when Keith's bike struck it.)
1. <i>The car received a few scratches when Keeth's bike struck it.</i>
(Natural disasters of all kinds happen each year.)
2. <i>Natural disasters of all kinds happen each year.</i>

<i>Wednesday</i>
(The students were excused from school in anticipation of the hurricane.)
1. <i>The students were excused from school in anticipation of the hurricane.</i>
(Tigers are heavier and more dangerous than lions.)
2. <i>Tigers are heavier and more dangerous than lions.</i>

Robert Case Study

Robert has many decoding strengths. The teacher's notes on 12/15 reveal that he has strong decoding skills, pronounces new words accurately, and reads aloud with fluency. This is a significant strength, because it signifies that he has enough short term memory available to attempt comprehending what he reads both literally and inferentially.

Robert's second strength is in spelling and mechanics. He performed very well on the daily morning worksheets. The worksheet revealed that he spelled most of the words correctly (with the exception of hurricane and whirling) and continued to make improvements everyday. The worksheet also revealed that he knows spelling patterns and uses correct punctuation. In addition, his spelling improves over time illustrating that he has the capacity to improve over time.

Robert's problem is in comprehending grade level expository and narrative text, both literally and inferentially. The teachers notes on 12/15 reveal that Robert frequently misses the main ideas in both fiction and nonfiction texts. For example in the expository text on Earthquakes the teacher asked him "What causes earthquakes?" He said, "Vibrations." Also when she asked him "What causes vibrations?" He said, "Rocks falling." Another area of need is in comprehending narrative text. He has difficulty with literal and inferential comprehension. For example, when the teacher asked him to summarize the conflicts in the story, He said, "He didn't have any conflicts because there weren't any other characters." He was also unable to infer how Brain has changed from the beginning of the story. He said, "He was skinnier."

To address Robert's need in understanding expository text, I would show him how to use a graphic outline. First I would teach him the steps in making a graphic outline. Next I would read the passage with Robert and together we would find the main idea and supporting details. Then we would fill out the outline together.

For example:

I. Earthquakes

- a) plates
- b) mantle
- c) pressure

Next I would ask literal and inferential questions about the passage and have him use this outline as a guide. Finally I would have Robert practice this strategy with other passages. This activity would make the schema of expository text concrete because Robert can visualize how the details of the passage are organized and use a graphic outline to answer comprehension questions. By making the schema concrete and visual, I would be improving his comprehension of abstract expository details

To help Robert make the schema of narrative text concrete, I would show him how to use a story map. First I would display the story map and explain how it organizes the details in the passage. Next I would read the passage with Robert and together we would find the conflicts. Then we would fill in the map together.

For Example:

Past	Present	Future
EXAMPLES	EXAMPLES	EXAMPLES

Next I would ask literal and inferential questions based on the story map and have him use his story map as a guide. Finally I would ask Robert to practice using story maps on other passages. This activity will help make the schema of narrative text concrete because Robert can visualize how the details of the passage are organized and use a story map to answer comprehension questions. By making the schema of narrative text concrete and visual, I would be helping him to improve both his literal and inferential comprehension of narrative text.

DOMAIN ONE

Assessment

Using your knowledge of standardized assessments, write a response in which you explain the relative benefits and detriments of using these types of exams to assess a student's reading ability.

Portfolio Question

Using your knowledge of formal and informal assessment, select one type of assessment instrument or method and explain its advantages or disadvantages.

Selecting Literature

A fifth grade teacher with children who read well below grade level (second grade) as well as above grade level (seventh grade) asks you for advice on selecting literature for her classroom. Using your knowledge of creating an environment for the development of literacy, describe things that the teacher could consider when selecting texts for her students.

Classroom Planning

A new teacher asks you for help in designing literacy centers for her first grade students. Using your knowledge of classroom planning, write a response in which you detail ideas that the teacher might consider in this endeavor.

Homogeneous and Heterogeneous Grouping

A second-grade teacher reviews the assessment results for her students on a variety of tasks:

Student	Decoding Blends	Decoding Inflections	Fluency (Intonation)	Brainstorming Ideas
Timmy	1/5	6/6	Adequate	Emergent
Mary	5/5	3/6	Adequate	Emergent
Jimmy	2/5	6/6	Adequate	Emergent
Linda	5/5	2/6	Adequate	Emergent
Johnny	3/5	6/6	Adequate	Emergent
Cindy	5/5	2/6	Adequate	Emergent
Billy	2/5	6/6	Adequate	Emergent
Christine	5/5	6/6	Inadequate	Emergent
Betty	5/5	6/6	Inadequate	Emergent
Christopher	5/5	6/6	Inadequate	Emergent

Using your knowledge of grouping students for instruction, write a response in which you explain how the teacher can group the students most effectively for skill and strategy instruction in her classroom. Be sure to cite evidence from the teacher's report to justify your response.

Building Fluency (Answer)

A third grade student reads with a high degree of accuracy, but at a slow rate with almost no intonation. Using your knowledge of developing fluency, write a response in which you describe procedures for addressing both issues with developing readers.

Domain Four

Motivating Children

Billy is a fifth grader who performs at an average level in your class. While he regularly shows a high aptitude for reading on standardized assessments, his in-class performance does not reflect his abilities. Using your knowledge of motivating children in the reading process, write a response in which you describe one way that you can encourage students like Billy to become more engaged and motivated readers.

Readers Theater

Students in a fourth-grade class participate regularly in Readers Theatre performances. The teacher begins by selecting a story at an appropriate level of difficulty and converting it to a script. The teacher models an expressive reading of the story on which the script is based. After discussing the story with students, the teacher offers a minilesson on how to make a story "come alive" through expressive reading of a Readers Theatre script.

The teacher then distributes a copy of the script to each student in the group. The students practice reading aloud the script independently or with a partner. Then they rehearse the script as a group, reading their assigned roles and responding to coaching from the teacher. In subsequent rehearsals, the students switch roles, until every student has had a chance to perform each role at least once. Over the course of the week, the students rehearse the performance by reading the script aloud at least 12 times. The day before the performance, students rehearse their final roles. The performance, which requires no costumes or props, is presented to an audience of classmates, family members, school staff, or other groups of students.

Examinee Task

Write a response in which you explain one way that the approach described above can help promote students' reading development.

Language Experience Approach

A first grade teacher has her students visit the zoo to see animals and broaden their experiences. Describe an activity that the teacher can use in class to improve the students' literacy development after returning to the classroom.

ESL Instruction

A new teacher asks you for guidelines for using TPR in her classroom. Using your knowledge of ESL activities, write a response in which you describe a procedure for accomplishing this goal.

This case study focuses on a fifth grade student named Beatriz. The documents below describe her progress in language arts portion and reveal a variety of her skills in reading, writing, listening, and speaking. Using your knowledge of language arts instruction and student development, write a response that addresses each of the aspects described below.

1. Describe three of Beatriz's important reading strengths and/or needs present in the data, being careful to cite sources of your information.
2. Describe two lesson plans to address any needs seen in the data.
3. Explain how the lesson plans will benefit the student's development as a reader.

Informal Reading Assessment

Students in Beatriz's class regularly read and discuss literature in their classroom with their teacher. The grade-level passage below is written at what the teacher believes is Beatriz's independent reading level. The teacher asked Beatriz to read the excerpt below to herself before attempting to answer any questions about the passage.

Super Bowl Sunday was a day that Bob had been waiting for. It took forever for the day to arrive, and Bob looked forward to watching his favorite team, the Bulldogs, play the most important game of the season.

For weeks, he had cheered his team on. With his mother's help, he even called a radio program to offer the team support. Now, finally, the day arrived. His family even told him that it was his day the night before.

"Bob," his mother called, "I need to talk to you. Bob approached his mother. "Your cousin Martin is coming," she said. "His mother is very sick and we need to look after him for a couple of days."

Bob felt indignation growing inside of him but he said nothing. He knew that Martin had a disability and that he would scream louder than even Bob could if he didn't get his way -- he also knew that Martin couldn't help it. Martin's favorite program was Star Trek, and it was on at the worst possible time.

Teacher/Student Dialogue

Teacher: Can you tell me what you were reading about?

Beatriz: It's a story about a boy name Bob who's going to watch the Super Bowl.

Teacher: What else can you tell me?

Beatriz: His is cousin Martin is coming over because his mother is sick.

Teacher: What can you tell me about Martin?

Beatriz: He likes Star Trek.

Teacher: Is there anything special about Martin?

Beatriz: Yes. He has a disability.

Teacher: How does Bob feel about Martin coming over.

Students in Beatriz's classroom have been reading their science textbooks on human and plant biology. The teacher uses a variety of approaches to help the children learn the material. In this case, the teacher has been testing each child individually by having them read aloud to her from their texts and then asking them to write response in their learning log.

Printed below is an excerpt from the passage that Beatriz responded to in her learning log.

Human, Plants, and Viruses

In this chapter, we explore intracellular similarities and intercellular differences between animal and plant cells. You will learn about the similarities first before being introduced to the differences. Viruses, which are neither plant nor animal cells, are presented last as a contrast to the aforementioned areas.

Intracellular Plant and Animal Similarities

Eukaryotic cells (cells with proper nuclei) characterize both plant and animal cells, and offers us our first bidirectional comparison: all animal and plant cells possess nuclei that contain chromosomes to carry genes -- the hereditary information of life. Cytoplasm surrounds the nucleus of both plant and animal cells. Within the cytoplasm are other structures that offer additional similarities. Mitochondria exist to create energy from glucose to power the cell, though the processes differ in both plant and animal cells. a membrane surrounds plant and animal cells to hold its contents in place and prevent the cell from degenerating.

Intercellular Plant and Animal Differences

The first characteristic that distinguishes a plant cell from an animal cell is the cellulose wall that surrounds the plant cell. The cell wall is inanimate, and its function is to prevent the plant from exploding when absorbing large quantities of water. Plant cells also possess chloroplasts filled with a green chemical called chlorophyll. Chlorophyll enables photosynthesis to occur in plants, providing us with

oxygen to breath. Finally, plant cells contain large, liquid filled sacs called vacuoles. Vacuoles provide plant cells with a consistent shape, and offer leaves their rigidity.

The Virus: Not Plant, Animal, or Cell

Viruses are not cells, because they neither create their own energy nor respire like plant and animal cells do. Instead, viruses seek out host cells into which they inject their DNA and "take over" the cells. When you get a virus from a cold, your cells have been essentially hijacked by the virus and the virus begins making and replicating its own DNA resulting in your feeling ill.

-:-

Human Cells, Plant Cells, and Viruses

Human and plant cells are both "Eukaryotic," meaning that they have proper nuclei. A virus, for example, is not considered eukaryotic, because it doesn't have a nucleus at all; instead, it invades eukaryotic cells, injects its DNA into them, and kind of "brain washes" them into replicating its own nefarious DNA.

Human and Plant Cell Similarities and Differences.

One similarity that stands out between human and plant cells is that they share many of the same components, including nuclei, cytoplasm, mitochondria, and

Word Identification Test

Students in Beatriz's class also participate in assessments designed to rate their word identification skills. In this case, Janet has read aloud from a list of words and the teacher has noted her abilities to either recognize or decode the word, regardless of whether she did so correctly or not.

	Word Identification Test	
	Word Recognized	Word Decoded
Preread	<u>ok</u>	<u> </u>
Couldn't	<u>ok</u>	<u> </u>
Internationally	<u>ok</u>	<u> </u>
Because	<u>ok</u>	<u> </u>
Redo	<u>ok</u>	<u> </u>
Automatically	<u>ok</u>	<u> </u>
Therefore	<u>ok</u>	<u> </u>
Preview	<u>ok</u>	<u> </u>
Automaton	<u>ok</u>	<u> </u>
Thought	<u>ok</u>	<u> </u>
Review	<u>ok</u>	<u> </u>
Destinations	<u>ok</u>	<u> </u>

Word Analysis

Beatriz and her classmates are learning to syllabicate and structurally analyze words.

The assignment was as follows: For each word, divide it into its syllables, and then analyze the word for any prefixes, suffixes, and roots if possible.

Printed below are Beatriz's responses to the assignment.

<p>1. Everything</p> <p>ev er y thing</p>	<p>2. Understanding</p> <p>un der stand ing</p> <p>understand = comprehend (base word) ing = gerund noun marker</p>
<p>3. Unknowable</p> <p>un know able</p> <p>un = not know = understand (base word) able = can</p>	<p>4. Denationalization</p> <p>de na tion al iz a tion</p> <p>de = un-do nation = state (base word) al = adjective marker ize = verb marker ation = noun marker</p>
<p>5. Telephone</p> <p>tel e phone</p> <p>tele = greek root meaning far away phone = greek word meaning sound</p>	<p>6. Thermometer</p> <p>therm o meter</p> <p>therm = greek root meaning heat o = french infix meter = greek word meaning measure</p>

RICA Written Examination Practice Test**ASSIGNMENT A**

Record your written response to Assignment A on the Assignment A Response Sheet on page 3 of the Answer Document. The length of your response is limited to the lined space available on the one-page Assignment A Response Sheet. You are to prepare a written response of approximately 75–125 words to Assignment A.

Use the information below to complete the exercise that follows.

A second-grade teacher frequently uses the following strategy when working with struggling readers who are performing below the second-grade fluency benchmark. The teacher selects a variety of supplementary texts that use a controlled vocabulary (i.e., nearly all the words are high-frequency sight words or easily decodable words). The teacher then has the students read these texts aloud quietly to themselves over a period of days as the teacher monitors their reading.

Examinee Task

Using your knowledge of reading fluency, write a response in which you:

- identify what aspect of fluency (i.e., accuracy, reading rate, or prosody) this instructional strategy primarily develops; and
- explain how this instructional strategy promotes development of the aspect you identified.

Be sure to relate your response to specific features of the instructional strategy described above.

Sample Response for Assignment A—Domain 3

This instructional strategy primarily helps develop students' reading rate. The selected texts help support development of reading rate because they use controlled vocabulary (i.e., primarily easily decodable words and high-frequency sight words). Research shows that reading texts with a high readability is more effective in enhancing reading rate than when readability is not controlled. The strategy also promotes reading rate because the teacher selects "a variety" of these texts and has the students read them "over a period of days." This provides the students with repeated practice reading the same words in a variety of contexts, which helps build their automatic recognition of the words. Automaticity in word recognition is essential for developing reading rate, which enhances fluency.

Evaluation of Sample Response

This assignment assesses competencies in Domain 3. The response fulfills the purpose of the assignment by identifying the aspect of fluency (i.e., reading rate) that this instructional strategy primarily develops and explaining how the strategy promotes this aspect of fluency. The response reflects an accurate understanding of fluency through its discussion of the role of appropriate texts in supporting development of reading rate and the importance of building automaticity to enhance reading rate and fluency. Support for the writer's argument is found in a clear explanation of factors that enhance reading rate (e.g., automaticity of word recognition).

ASSIGNMENT B

Record your written response to Assignment B on the Assignment B Response Sheet on page 5 of the Answer Document. The length of your response is limited to the lined space available on the one-page Assignment B Response Sheet. You are to prepare a written response of approximately 75–125 words to Assignment B.

Use the information below to complete the exercise that follows.

Prior to having students read a textbook chapter on tree classification, a fifth-grade teacher divides students into small groups and gives each group a set of labeled photographs and diagrams of a particular type of tree (e.g., pines), with each group focusing on a different type of tree. The students examine their photographs and diagrams, write down as many characteristics as they can about their assigned tree, and then present their findings to the whole class. As students share their ideas, the teacher writes key words and phrases on the board (e.g., *pine trees = have cones, have needles, the needles grow in clusters, the needles are green in both the summer and winter photographs*) and also introduces new terminology (e.g., *trees that have cones are called conifers*). The teacher then conducts a guided whole-class discussion during which students identify characteristics shared by more than one type of tree (e.g., *having cones*) and sort the trees by these characteristics (e.g., *conifers = pines, firs, hemlocks, spruces, cedars, and larches*).

Examinee Task

Using your knowledge of reading instruction, write a response in which you:

- describe how the teacher can effectively differentiate instruction with respect to this activity in order to address the needs of students in the class who are English Learners; and
- explain why the instructional strategy you described would be effective in addressing the needs of these students and promoting their development of vocabulary, academic language, and/or background knowledge.

Be sure to relate your response directly to the activity described above.

Sample Response for Assignment B—Domain 4

Since the activity and textbook chapter require knowledge of vocabulary that's not often used in everyday speech (e.g., cones, needles, clustered) and will likely be unfamiliar to English Learners, the teacher should lead a discussion with them beforehand in which the teacher uses the visuals (i.e., photographs, diagrams) to (1) identify and activate their related background knowledge and (2) explicitly teach the more basic but essential academic vocabulary they'll need to complete the activity and comprehend the textbook chapter successfully. The teacher should reinforce new vocabulary by having the English Learners enter the words in their science notebooks along with notes and drawings about the words' meanings. This strategy would be effective in addressing the needs of English Learners because it uses visuals to support their understanding and activate their background knowledge, explicitly teaches essential vocabulary to support their learning and reading, and reinforces new vocabulary through discussion and writing.

Evaluation of Sample Response

This assignment assesses competencies in Domain 4. The response fulfills the purpose of the assignment by describing an effective strategy for differentiating instruction for the target students and explaining why the strategy would be effective in addressing their needs. The response reflects an accurate understanding of vocabulary development and effective strategies for differentiating vocabulary instruction for English Learners. Support for the writer's argument is found in a clear explanation of the types of words that should be the focus of the differentiated lesson and how best to teach these words in order to support the students' reading and learning.

Important Notes About Assignment B (Domain 4)

The Examinee Task in Assignment B may ask candidates to describe a strategy for differentiating the given activity for students in the class who are advanced learners*, struggling readers*, English Learners, OR students with special needs (e.g., a student with a learning disability). A successful response to Assignment B will reflect an understanding of strategies that are appropriate for differentiating reading instruction for the specific group of students identified in the Examinee Task.

*Since Assignment B assesses competencies in Domain 4, the term *advanced learners* in this Examinee Task refers to students who are advanced in vocabulary, academic language, and/or background knowledge, while the term *struggling readers* refers to students who are experiencing difficulty learning to read because they lack prerequisite knowledge and skills in vocabulary, academic language, and/or background knowledge.